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ABSTRACT

Mesa Verde High School was constructed in 1974 and is the last high school built in the San Juan (California) Unified District. It serves students in grades 9 through 12 and has an open enrollment policy. Mesa Verde operates on a year-round schedule with students divided into three tracks. Basically, each track is in session for 9 weeks and then is off for 3 weeks. Students are assigned to a track according to their achievement level and academic goals. Academically, 9th and 11th grade students at Mesa Verde scored slightly below average on a nationally normed test administered in the spring of 1981. On minimum competency tests over the last 3 years, the percent passing has risen from 43 percent on the Communication Skills test in 1979 to 67 percent in 1981, and has increased from 64 percent on the Computational Skills test in 1979 to 78 percent in 1981. Attitudes of students, parents, and staff were surveyed during the spring of 1981. Seventy-nine percent of the parents, 80 percent of the students and 92 percent of the staff indicated having a positive or very positive attitude toward Mesa Verde. Attitudes were similarly strong toward the year-round schedule and academic tracking. (Author/PGD)

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MESA VERDE

A Year-Round Open School

A Descriptive Report of 1980-81

September 1981

Cupertino Union School District
Cupertino, California 95014

SUMMARY

Mesa Verde High School was constructed in 1974 and is the last high school built in San Juan District. It serves students in grades nine through twelve; and although it has an open enrollment policy, most students attending Mesa Verde live in the Citrus Heights area. Mesa Verde operates on a year-round schedule with students divided into four tracks. Basically, each track is in session for nine weeks and then is off for three weeks. Students are assigned to a track according to their achievement level and academic goals.

Academically, 9th and 11th grade students at Mesa Verde scored slightly below average on a nationally normed test administered in the Spring 1981. On minimum competency tests over the last three years, the percent passing has risen from 43% on the Communication Skills test in 1979 to 67% in 1981, and has increased from 64% on the Computational Skills test in 1979 to 78% in 1981.

Attitudes of students, parents, and staff were surveyed during the Spring 1981. Seventy-nine percent of the parents, 80% of the students and 92% of the staff indicated having a positive or very positive attitude toward Mesa Verde. Attitudes were similarly strong toward the year-round schedule and academic tracking.

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BACKGROUND

In the Fall of 1974, Mesa Verde opened its doors as a new San Juan district high school. It has grown from 450 freshmen and sophomores to approximately 1100 ninth through twelfth grade students. From the beginning, Mesa Verde was unique in that it introduced concepts such as year-round and tracking that varied from a traditional school approach.

The basic school philosophy of Mesa Verde is as follows:

> *"The Mesa Verde staff believes that the school should exist for the benefit of the student. The curriculum seeks to develop the skills and the knowledge by which individual students may fulfill their own unique needs with regard to college preparation, occupational choice, social responsibility, leisure activity, and personal development."*

Mesa Verde staff and administration strive to combine and academic and humanistic approach to education. Every effort is made to give student recognition as frequently as possible for achievement and positive behavior in a belief that "success breeds success." Administrators, teachers, track advisors and counselors make every effort to encourage students and their parents to avail themselves of the many educational opportunities at Mesa Verde.

THE YEAR-ROUND SCHEDULE

Students are in school for approximately nine weeks and on vacation for approximately three weeks. This gives families the opportunity to take three-week vacations in the summer, fall, winter, and spring. At any one time, approximately one-fourth of the students are on vacation from school.

Mesa Verde students have the same number of days in school as other students in the district. They also continue to have Christmas and other designated holidays. Special programs now being offered in the district are also available in the year-round school.

Although the school serves Citrus Heights families, Mesa Verde had open enrollment which allows any student within the San Juan district to attend as long as space is available. So far, space has always been available.

TRACK SYSTEM

Each track has its own individual identity in order to better meet the needs of students who have varying degrees of skill, achievement, and motivation. Students choose one of four tracks commensurate with their ability as determined by achievement tests, teacher recommendations, and parent input. The four tracks are identified as follows:

Tracks "A" and "D" - General - Students on this track receive a general education which meets the graduation requirements for the State of California and the school district. Students may choose to continue their education after high school at community colleges, universities, state colleges, and vocational institutions.

Track "B" - Accelerated - Curriculum on this track is designed for students whose test scores are above grade level. Students planning to attend the University of California or other institutions of higher learning which require advanced courses of study in mathematics, the sciences, and languages typically select this track.

Track "C" - Fundamental - Students needing more individual attention in mastering subjects will find the help they need on this track. Classes are smaller and the individual instructional approach stresses remediation and basic skill development. All graduation requirements can be met on this track. Students may choose to pursue a college program after graduation if they have mastered the fundamental skills.

CURRICULUM

Mesa Verde curricular offerings prepare students to enter college, technical schools, universities, and the world of work. In addition to on-campus curriculum, students may also choose to participate in off-campus regional occupational programs, work experience programs, and volunteers in education. The school has resource and learning disability programs, a multi-language program, and an on-site continuation school to provide special help for selected students.

Because of the track system, not all courses are offered on every track. In most cases, this causes no inconvenience to students since they typically choose the track which fits best with their academic goals. In contrast, there are several classes offered in the regular curriculum which are offered only in selected San Juan district high schools. For example:

Chemistry Practicum
Body Building
Tae Kwon Do
Recycling Program
Individualized Business Lab
Food Service
Home Construction
Personal Health

GRADE/CREDIT POLICIES

Grades and credits are recorded on a student's transcript at the end of each of the four quarters in a school year. Traditional grades of A, B, C, D, Pass and Fail are given at Mesa Verde. Students who receive a passing grade on tracks A, B, and D are awarded 2½ credits per class each quarter. Students on C track have the option of earning variable credits in each class they pass.

INTERSESSION

Intersession is the descriptive name given to the mini-terms, usually 15 days in length, which are created by the year-round calendar. Students who are deficient in credits or who need remediation may attend intersession during their vacation breaks. Mesa Verde's intersession replaces the summer school offered in traditionally scheduled schools.

One credit is awarded for attending and passing approximately fifteen hours of instruction. Students can earn a maximum of 2½ credits per subject by attending an intersession class for 45 hours.

STUDENT ACTIVITIES

Student activities are an integral part of Mesa Verde curriculum with programs offered in fine arts, student government, and athletics. Students are encouraged to participate in the fine arts performing groups which include marching and concert band, orchestra, choir, madrigals and drama.

Mesa Verde has an active student government which is designed to involve numerous students from all tracks. In addition to grade level class activities, there are twenty student body clubs which allow for a variety of student interests.

Mesa Verde has various athletic programs available to all students such as badminton, basketball, baseball, cross country, diving, football, golf, gymnastics, softball, swimming, tennis, track, volleyball, and water polo.

ATTENDANCE

COMMUNICATION WITH PARENTS

Mesa Verde staff is cognizant of the importance of communication with parents pertaining to their child's progress in school. A comprehensive attendance program has been developed to ensure that this communication is frequent, accurate, and continuous. This program consists of the following activities:

* *Post cards are mailed home on a frequent basis to parents who have a child with excessive tardies and/or absences.*
* *Letters are sent to all parents stressing the relationship between attendance and success in school.*
* *Weekly analyses are made of student attendance records by track leaders and phone calls are made to parents whose children have excessive absences and/or tardies.*
* *A special mailing the sixth week of each quarter is sent to all parents to inform them of their child's attendance and grades.*
* *At the end of nine weeks, a summary of the child's attendance for the entire quarter is mailed home with the student's Quarterly Grade Report*

ABSENCE RATES

Information on absences in 1980-81 at Mesa Verde High School was provided by the district's Attendance Office and is summarized below. Overall, Mesa Verde has a total absence rate of about 11 percent with an exceptionally high rate of absence on Track C, which is a remedial track.

	Percent Unexcused Absences	Percent Excused Absences	Total Percent Absences
Mesa Verde High School	6.2	4.8	11.0
Track A	4.4	4.2	8.6
Track B	2.0	3.5	5.5
Track C	17.5	7.4	24.9
Track D	7.1	5.3	12.4

STUDENT CHARACTERISTICS

1980 SENIOR BACKGROUND INFORMATION

The following student background information is representative of the 1980 senior class as reported by the California Assessment Program.

* *The seniors attending Mesa Verde tended to come from homes in which one or both parents had graduated from high school and may have had some college education.*
* *The school population is predomiately caucasian with about 9% minority.*
* *The percentage of families receiving financial aid (A.F.D.C.) has risen from 9.7% in 1978-79 to 13% in 1979-80.*
* *The mobility rate is high with 20% of the seniors having moved three or more times since the 6th grade compared to the district average of 14% and the state average of 11%.*

SCHOOL MOBILITY RATE

In order to analyze the mobility rate of students attending Mesa Verde, information was collected by track over a two-year period of time (1979-80 and 1980-81). Data presented on the following page represents the cumulative total of all new students by track entering Mesa Verde after the beginning of school and the cumulative total of all students leaving the school during the year. The percentages of new and leaving students were based on the beginning enrollment figure by track in July 1979 and July 1980.

Overall, 355 new students (31%) entered Mesa Verde in 1980-81 and 405 students (35%) left. The highest mobility in 1980-81 was on tracks C and D with the highest turnover on track C.

TABLE 1

MOBILITY RATE OF STUDENTS

Track	Year	Beginning Enrollment	New Students	Percent of New Students	Students Leaving	Percent of Students Leaving
A	79-80	516	35	7%	115	22%
	80-81	399	74	19%	112	28%
B	79-80	257	57	22%	39	15%
	80-81	256	47	18%	37	14%
C	79-80	131	151	115%	146	111%
	80-81	170	67	39%	104	61%
D	79-80	303	121	40%	120	40%
	80-81	331	167	50%	152	46%

School-wide Data*

Year	Total Enrollment	Total New Students	Percent of New Students	Total Number Students Leaving	Percent of Total Students Leaving
79-80	1207	364	30%	420	35%
80-81	1156	355	31%	405	35%

* *These data suggest that there has been 65% and 66% student turnover during 1979-80 and 1980-81; however some of the new students may also have been included as some of the students leaving.*

CAP TEST SCORES IN 1979-80

After examining the background characteristics and the general attendance figures of Mesa Verde students, it is apparent that the student body is composed of some individuals who have a high mobility and absenteeism rate, both factors which sometimes contribute to low student motivation and test scores.

There has been a concerted effort by staff and administration to emphasize the importance of reading, writing, spelling, and math in all subject areas. In 1979-80* senior *California Assessment Program* (CAP) test scores did improve in all of these areas. The most gain was shown in the areas of reading and writing, with the math scores remaining within an acceptable range.

**Results for 1980-81 will not be available until November 13, 1981.*

Reading test scores went from the 39th percentile rank in 1979 to the 76th percentile rank in 1980. Writing scores improved from the 52nd percentile rank in 1979 to the 64th percentile rank in 1980. These figures indicate that Mesa Verde's scores equaled or exceeded 76% of the reading scores and 64% of the writing scores of all schools in California. In mathematics, students had a percentile rank of 43; and in Spelling, the lowest area, the percentile rank was 20.

C.A.P. test scores indicate that seniors are still having difficulty with spelling; therefore, spelling improvement continues to be a school-wide goal, and emphasis is being placed in this area by all staff.

CURRENT GRADUATES (1981)

In a Graduate Exit Survey conducted of the 1981 graduates by a member of the Mesa Verde staff, 32% planned to go to college full-time, 42% planned to work and go to college, 10% planned to work, 2% intended to enter the military, 2% planned to get married, and 12% had no plans.

The survey also showed that 88% of the seniors liked year-round school and would recommend it to a friend.

ACHIEVEMENT

During the spring of 1981, 9th, 10th, and 11th grade students at Mesa Verde were tested on academic measures. Twelfth grade students were tested on the state administered *California Assessment Program* (CAP) Test in December 1980, (results for 1979-80 are given in the background section on pages 7 and 8). CAP test results for 1980-81 will not be announced until November 1981. Tenth grade students were examined on the state and district mandated minimum competency tests in communication and computation. Ninth and 11th grade students were administered parts of the *Tests of Achievement and Proficiency* (TAP), a nationally normed standardized test. Results are presented in the following sections.

MINIMUM COMPETENCY TEST RESULTS

As a result of district policy and subsequent state legislation, students receiving high school diplomas must pass district developed minimum competency tests. All tenth grade students in San Juan District are administered minimum competency tests in the areas of Communication Skills (reading and writing) and Computational Skills (mathematics). Students who do not pass these tests or were not tested are given additional opportunities to take the tests in the 11th and 12th grades. Test results are given in Table 2, on the following page. In 1981, 67% of the 10th grade students at Mesa Verde passed both parts of the Communication Skills test and 78% passed the Computational Skills test. At Mesa Verde, the percent passing has tended to go up each year.

TABLE 2

MINIMUM COMPETENCY TEST RESULTS

Mesa Verde High School
10th Grade Students
1979-1981

	Spring 1979	Spring 1980	Spring 1981
Communication Skills			
Passing	43%	58%	67%
Not Tested	21%	16%	9%
Computational Skills			
Passing	64%*	77%	78%
Not Tested	21%	13%	18%

* *The high school level minimum competency tests are administered in the spring semester to 10th grade students. However, in 1979 the computational skills test was administered to 9th grade students, and those results are reported for that year.*

TESTS OF ACHIEVEMENT AND PROFICIENCY (TAP)

During the Spring semester of 1981, all 9th and 11th grade students at Mesa Verde were administered parts of the *Tests of Achievement and Proficiency* (TAP). This nationally normed test was selected because it is the high school extension of the *Iowa Tests of Basic Skills* which is used in the district in grades one through eight. All students were administered the Reading Comprehension test and were randomly assigned to take either the Mathematics test or the Written Expression test. Brief descriptions of the test sections are provided below:

Reading Comprehension measures a student's understanding of passages similar to those assigned in social studies, literature and the sciences, and materials - such as labels, advertisements, and newspapers.

Mathematics emphasizes the use of basic mathematics in managing the quantitative aspects of everyday living. The test also assesses a student's understanding of mathematical principles.

Written Expression measures a student's ability to express ideas in writing. The organization of ideas, letters, and themes, and the problems of word usage, word order, and punctuation are included in the test.

Summary test results are presented in Tables 3 through 5 on pages 12 to 14. As a total group, the 9th grade and 11th grade students at Mesa Verde scored slightly below the national average (50). When the scores were analyzed by track, students in "B" track scored well above the national norm. Students in tracks "A" and "D" scored below the national average, and track "C" students were far below the average.

ACHIEVEMENT SUMMARY

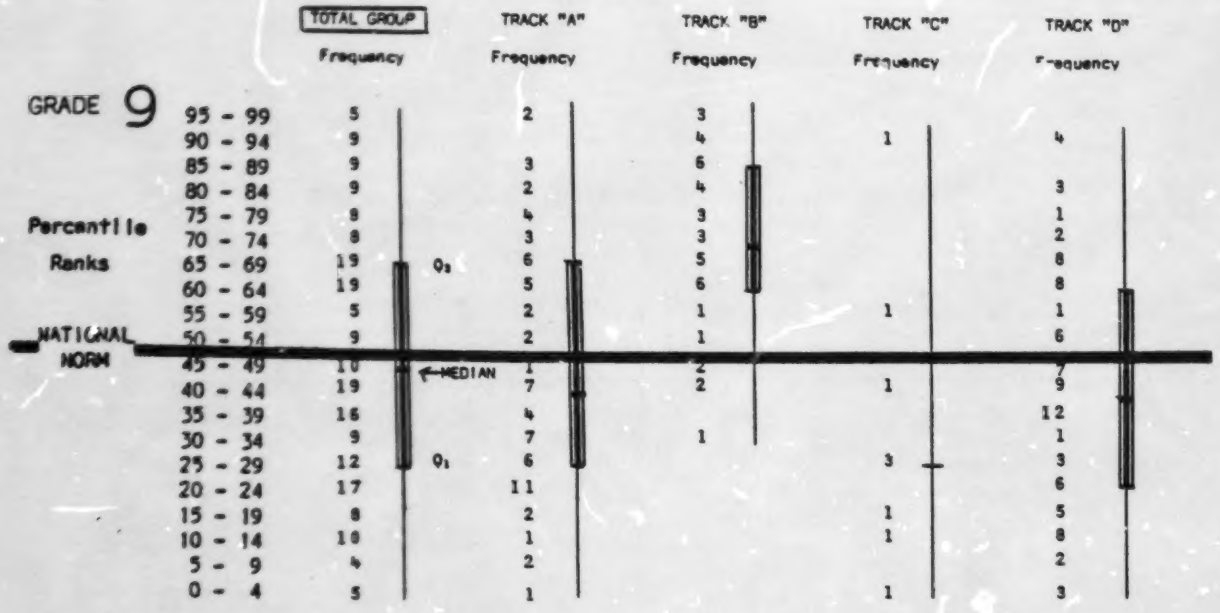
In 1980-81 students in the 9th and 11th grades at Mesa Verde scored slightly below the national average on the TAP. Tenth grade students had a higher passing rate this year on minimum competency tests than in previous years and the 12th grade students in 1979-80 scored higher on the CAP test than in 1978-79.

TESTS OF ACHIEVEMENT & PROFICIENCY

TABLE 3

READING COMPREHENSION

Mesa Verde ----- spring 1981



*inadequate sample size to compute Q's.

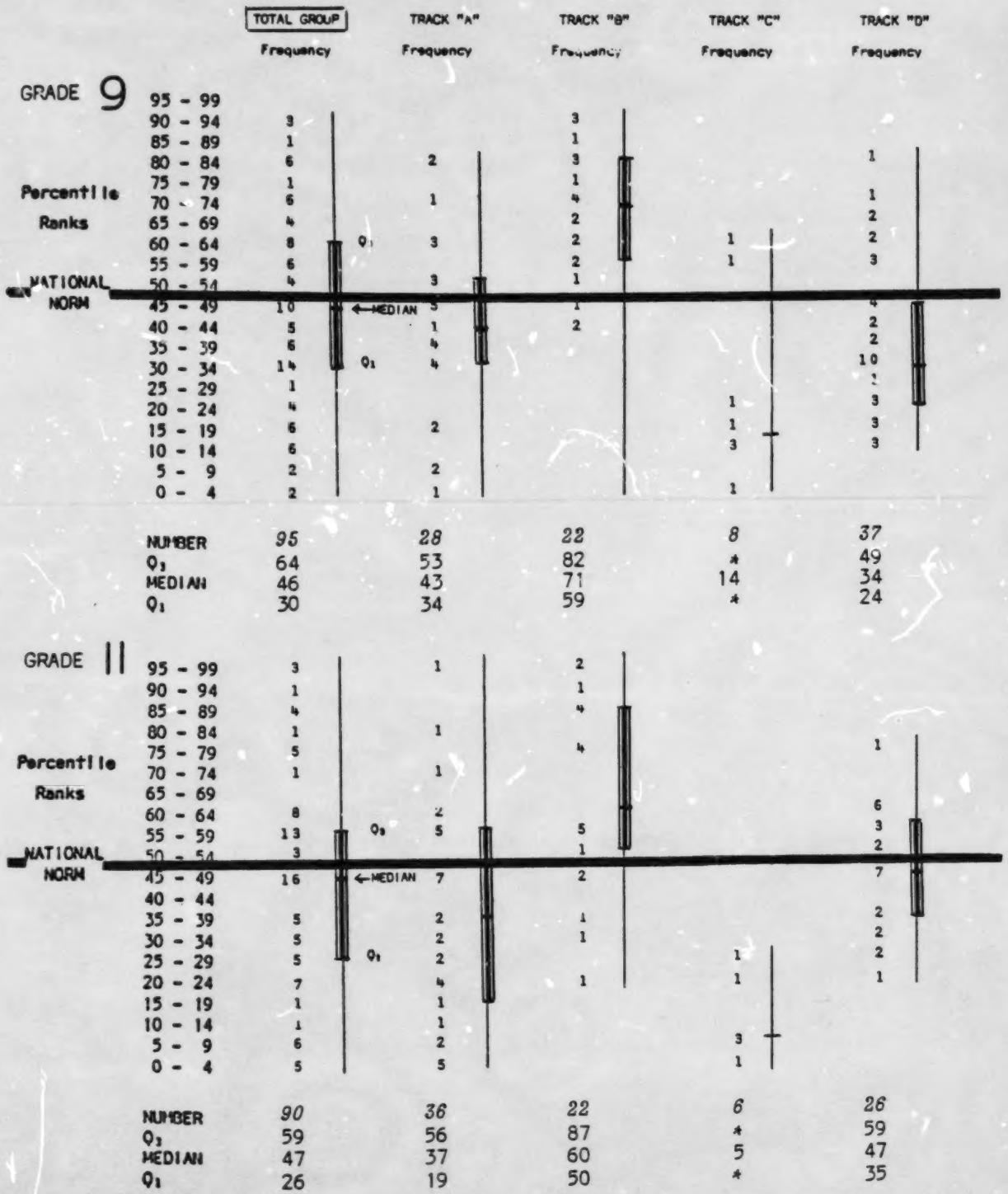
Research & Evaluation
T. Howeden, Aug. 1981

TESTS OF ACHIEVEMENT & PROFICIENCY

TABLE 4

WRITTEN EXPRESSION

Mesa Verde ----- spring 1981



*inadequate sample size to compute Q's.

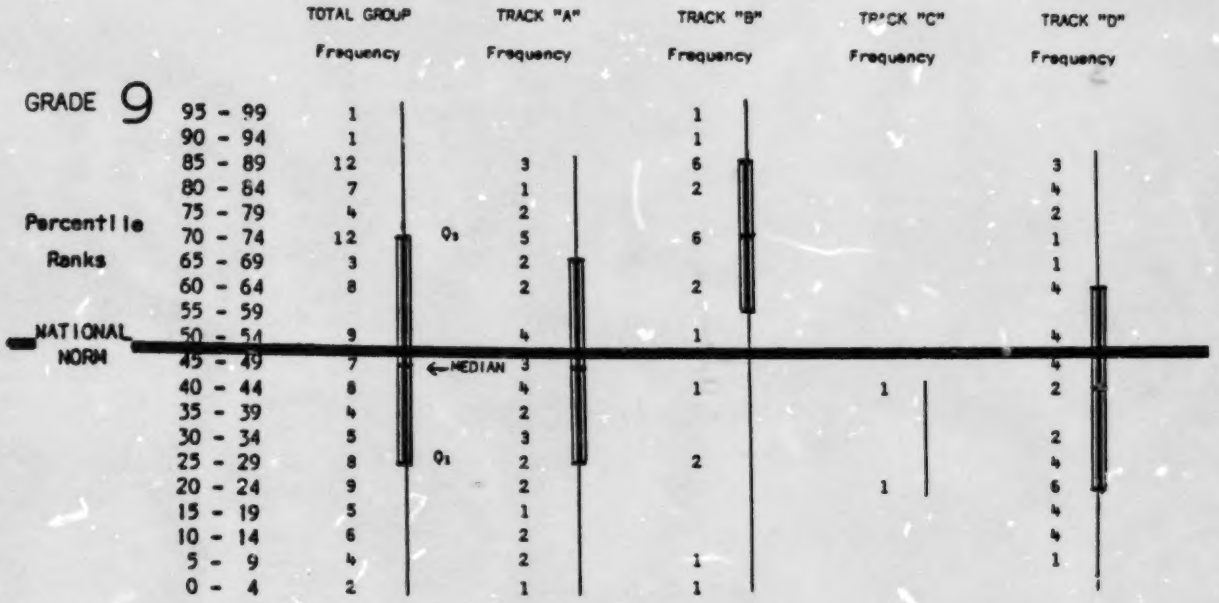
Research & Evaluation
T. Bowsden, Aug. 1981

TESTS OF ACHIEVEMENT & PROFICIENCY

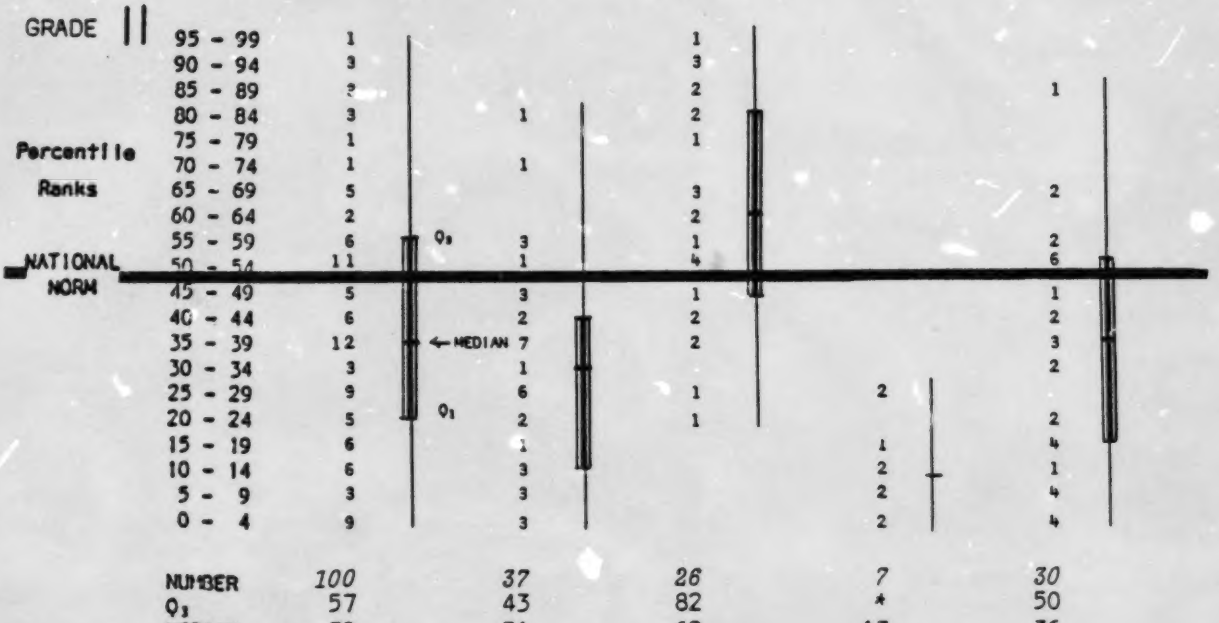
TABLE 5

MATHEMATICS

Mesa Verde ----- spring 1981



	TOTAL GROUP Frequency	TRACK "A" Frequency	TRACK "B" Frequency	TRACK "C" Frequency	TRACK "D" Frequency
95 - 99	1		1		
90 - 94	1		1		
85 - 89	12	3	6		3
80 - 84	7	1	2		4
75 - 79	4	2			2
70 - 74	12	5	6		1
65 - 69	3	2			1
60 - 64	8	2	2		4
55 - 59					
50 - 54	9	4	1		4
45 - 49	7	3			4
40 - 44	8	4	1	1	2
35 - 39	4	2			
30 - 34	5	3			2
25 - 29	8	2	2		4
20 - 24	9	2		1	6
15 - 19	5	1			4
10 - 14	6	2			4
5 - 9	4	2	1		1
0 - 4	2	1	1		
NUMBER	*115*	*41*	*24*	*2*	*48*
Q_3	71	69	86	*	62
MEDIAN	47	47	74	*	41
Q_1	26	29	59	*	21



	TOTAL GROUP Frequency	TRACK "A" Frequency	TRACK "B" Frequency	TRACK "C" Frequency	TRACK "D" Frequency
95 - 99	1		1		
90 - 94	3		3		
85 - 89	2		2		1
80 - 84	3	1	2		
75 - 79	1		1		
70 - 74	1	1			
65 - 69	5		3		2
60 - 64	2		2		
55 - 59	6	3	1		2
50 - 54	11	1	4		6
45 - 49	5	3	1		1
40 - 44	6	2	2		2
35 - 39	12	7	2		3
30 - 34	3	1			2
25 - 29	9	6	1	2	
20 - 24	5	2	1		2
15 - 19	6	1		1	4
10 - 14	6	3		2	1
5 - 9	3	3		2	4
0 - 4	9	3		2	4
NUMBER	*100*	*37*	*26*	*7*	*30*
Q_3	57	43	82	*	50
MEDIAN	39	31	62	13	36
Q_1	21	14	45	*	16

*inadequate sample size to compute Q's.

Research & Evaluation
T. Bowden, Aug. 1981

ATTITUDE SURVEY

An attitude survey conducted in May in the Research and Evaluation Department included students, staff and a 25% sample of parents from Mesa Verde. Separate surveys were prepared for each group. The parent survey was mailed to the student's home along with a postage paid envelope which returned the survey to Research & Evaluation. Overall, about 45% of the parents who were mailed surveys returned them. About 70% of the students completed the surveys and 95% of the certificated staff returned their surveys.

A breakdown of the characteristics of survey respondents is provided in Table 21, page 32. All subgroups appear to be represented.

GENERAL ATTITUDE

GRADE FOR MESA VERDE

All groups surveyed were asked to give an overall grade of A, B, C, D or F to Mesa Verde and the results are given in Table 6, below. *Over half the parents and staff, and 45% of students, graded Mesa Verde with an overall grade of "A" or "B".* Staff members, as a group, gave Mesa Verde the highest ratings with only a few D's and no F's.

TABLE 6

GRADE FOR MESA VERDE

	Parent Survey Grade				
	A	B	C	D	F
TOTAL	10%	44%	31%	11%	5%
Track A	13%	53%	19%	9%	6%
B	7%	43%	43%	7%	0
C	7%	47%	33%	7%	7%
D	14%	34%	34%	14%	3%

	Student Survey Grade				
	A	B	C	D	F
TOTAL	6%	39%	40%	12%	3%
Track A	6%	41%	37%	12%	4%
B	6%	52%	32%	10%	1%
C	6%	34%	47%	8%	6%
D	6%	29%	47%	14%	4%

	Staff Survey Grade				
	A	B	C	D	F
TOTAL	14%	47%	32%	7%	0
Track A	12%	41%	41%	6%	0
B	10%	40%	40%	10%	0
C	0	57%	43%	0	0
D	21%	29%	36%	14%	0

GENERAL COMMENTS

Written comments of parents, students, and staff members strongly support and often clarify numerical data compiled from the surveys. Parents' and students' interest in the school is evidenced by the fact that nearly all parent and student surveys were returned with comments. Over 60% of staff members wrote comments as well.

In general, written *comments of parents expressed positive attitudes toward the Mesa Verde program and the professionalism of the staff.* One area of concern was communication between the school and the home.

Over 700 students wrote comments on their surveys, with the most comments (288) coming from Track A students, nearly equal numbers of comments coming from Track B (199) and Track D (189) students, and the fewest (42) from students in Track C. The majority of *students considered Mesa Verde an excellent or good school and liked year-round scheduling, tracking, and intersessions.* Some students considered the school ugly in appearance. A frequent comment --- "It looks like a prison!" --- was usually accompanied by references to greyness, cement, lack of windows, and need for shrubbery. Specific facilities frequently requested were a pool (6% of the students), a stadium (2%), a smoking area (3%), and an auto shop (1%). The comments of 9% of the students on student activities tended to stress a need for more lunch time activities.

EDUCATIONAL PROGRAM

MESA VERDE AND YEAR-ROUND SCHEDULING

Parents, students, and staff alike expressed overwhelmingly positive attitudes toward Mesa Verde and year-round scheduling as evidenced by the data in Table 7, page 17. Written comments tended to support the statistics:

* We are very satisfied with Mesa Verde and no complaints. (Parent)

* Year-round school is good. It helps the child to have a more balanced outlook on school....it seems to help in the home with the parent-student relationship. (Parent)

* I like Mesa. I love going year-round. (Student)

* Mesa Verde would be a <u>much</u> better school with a traditional calendar. All classes and programs would be available to <u>all</u> the students and the students would have a much more flexible schedule rather than being "locked" on a track. (Staff)

* I like the friendly "small school" atmosphere at Mesa - the students are pleasant to work with and the staff is friendly. (Staff)

TRACKING AND INTERSESSION

As can be noted by examining Table 7, below, *more than three-fourths of the parents, students, and staff expressed positive attitudes toward tracking and intersession.* Comments, however, came from those who noted flaws in the system. These typically concerned students not knowing their classmates and the lack of availability of some courses for all students.

TABLE 7

ATTITUDE TOWARD MESA VERDE

		Percent Responding Positive or very Positive		
		Parent	Student	Staff
Attitude toward Mesa Verde				
	Total	79%	80%	92%
	Track A	80	80	84
	B	88	83	83
	C	63	71	100
	D	86	79	86
Attitude toward year-round school schedule				
	Total	86%	84%	78%
	Track A	84	88	88
	B	78	86	64
	C	84	74	85
	D	87	81	68
Attitude toward academic tracking				
	Total	75%	78%	76%
	Track A	88	78	83
	B	70	79	84
	C	58	81	68
	D	81	80	58
Attitude toward intersession				
	Total	86%	85%	79%
	Track A	89	88	87
	B	79	83	80
	C	77	79	76
	D	88	77	73

ADVISING STUDENTS

From Table 8, below, about *70% of the students surveys were satisfied with the ways track advisors and counselors advise students.* Comments were usually made by those who saw a need for improvement, particularly in counseling for the college-bound. Nine percent parents and 4% of the students who returned the survey made comments such as, "Should be more information given to students and parents on requirements for college bound students, and much earlier in high school."

TABLE 8

ADVISING STUDENTS

The ways in which Mesa Verde track advisors or counselors advise students	*Percent Responding Satisfied or Strongly Satisfied*			*Percent Responding Considerable Need or Great Need for Improvement*		
	Parent	Student	Staff	Parent	Student	Staff
Total	54%	70%	68%	34%	28%	37%
Track A	58	74	65	36	23	30
B	44	65	54	33	24	36
C	46	77	72	21	23	43
D	69	66	77	34	37	28

HOMEWORK

Parents and students were asked about the amount of homework assigned and the results are presented in Table 9, page 19. Overall, 93% of the parents and 96% of the students indicated "a lot" or "some" homework.

TABLE 9

AMOUNT OF HOMEWORK

This year, my child has had:

Parent Survey

	Total Group	Tracks A	B	C	D
a lot of homework - -	25%	22%	50%	13%	13%
some homework - -	68%	63%	46%	80%	83%
no homework - -	7%	16%	4%	7%	3%

This year, I have had:

Student Survey

	Total Group	Tracks A	B	C	D
a lot of homework	- 44%	36%	74%	25%	32%
some homework	- 52%	59%	25%	69%	65%
no homework	- 4%	5%	1%	5%	3%

INSTRUCTIONAL AREAS

When parents, students and staff rated the effectiveness of instruction in various areas, parents and students gave physical education the highest ratings. Staff gave the highest ratings to the science, social studies, work experience, mathematics, and written composition. The areas receiving the lowest ratings from parents were drama and music. According to students and staff the least effective area was foreign language. This information is offered in Table 10, pages 20 and 21.

Few written comments appeared on areas of instruction. The only group of such comments came from 9 track A students who expressed concern over budgetary cuts affecting the fine arts.

TABLE 10

INSTRUCTIONAL AREAS

How effective has Mesa Verde been this year in providing instruction for your child in these areas?

		Percent Responding Effective or Very Effective		
		Parent	Student	Staff
Art				
	Total	56%	60%	70%
	Track A	53	60	60
	B	82	70	89
	C	33	50	34
	D	55	54	90
Business				
	Total	58%	57%	57%
	Track A	47	58	58
	B	70	52	50
	C	33	50	33
	D	65	61	77
Drama				
	Total	29%	41%	61%
	Track A	43	59	50
	B	50	33	78
	C	25	23	43
	D	0	28	80
Foreign Language				
	Total	36%	34%	26%
	Track A	13	27	30
	B	50	37	30
	C	0	27	14
	D	43	36	25
Home Economics				
	Total	53%	49%	41%
	Track A	73	63	40
	B	38	31	51
	C	50	47	14
	D	55	45	25
Industrial Arts				
	Total	55%	57%	67%
	Track A	60	64	60
	B	57	42	70
	C	76	50	57
	D	38	54	80
Mathematics				
	Total	66%	69%	89%
	Track A	74	76	78
	B	75	67	100
	C	58	73	88
	D	54	55	83
Music (Choral, Instrumental)				
	Total	30%	54%	65%
	Track A	44	66	70
	B	33	55	70
	C	25	50	43
	D	17	42	75
Physical Education				
	Total	80%	79%	75%
	Track A	85	76	78
	B	84	88	86
	C	66	62	75
	D	85	79	100
Reading and Literature				
	Total	71%	73%	85%
	Track A	86	68	83
	B	82	85	88
	C	57	59	75
	D	79	72	86

TABLE 10 con't.

INSTRUCTIONAL AREAS

How effective has Mesa Verde been this year in providing instruction for your child in these areas?

		Percent Responding Effective or Very Effective		
		Parent	Student	Staff
Science				
	Total	**73%**	**75%**	**91%**
	Track A	77	78	83
	B	80	88	100
	C	62	75	63
	D	77	61	100
Social Studies				
	Total	**74%**	**69%**	**90%**
	Track A	79	73	90
	B	78	75	89
	C	62	71	88
	D	81	62	86
Career Exploration				
	Total	**64%**	**65%**	**64%**
	Track A	70	67	60
	B	67	57	55
	C	63	66	38
	D	58	67	80
Written Composition				
	Total	**60%**	**68%**	**88%**
	Track A	63	60	85
	B	82	78	89
	C	27	85	17
	D	58	70	93
Work Experience				
	Total	**71%**	**65%**	**89%**
	Track A	84	71	83
	B	88	53	88
	C	67	82	88
	D	54	63	91

FACILITIES

BUILDINGS AND GROUNDS

Over half of the students and staff members surveyed were not satisfied with Mesa Verde's buildings and grounds and indicated this was an area needing improvement. Survey results are presented in Table 11, page 23. Ten parents or 9% said that the campus needs additional buildings and better maintenance; 14% of the students said it needs paint and landscaping and 19% that it needs more buildings; and 4 staff members or 6% said that the campus needs paint and shrubbery. Typical comments were:

* Grounds could be kept neater. Also could use a swimming pool. (Parent)
* The school looks like a prison....the school is nice inside and has a nice appearance, but there should be more trees in front and the cement buildings need help. (Student)
* Some paint or artwork on outside of buildings. Plant more trees and shrubs. (Staff)
* We need a stadium with lights and a swimming pool. (Student)
* It should be finished. Portables are constantly being put in. (Student)

LIBRARY

Attitudes toward library facilities were mixed, as shown both by the numerical data in Table 11, page 23, and by comments of 5% of the parents, 6% of the students, and 11% of the staff members. All groups expressed some dissatisfaction with past library staff and service, but anticipated better service in the library's new location. This is evidenced by the fact that over half of the students felt there is considerable or great need for improvement in the school library.

CAFETERIA

Over half the students and two-thirds of parents and staff members expressed satisfaction with cafeteria service, although 45% of the students felt there was a need for improvement. Survey results are presented in Table 11, below. Seven percent of the parents and 6% of the students wrote comments like, "I think we need better food and more variety."

TABLE 11

FACILITIES

	A. How satisfied are you with Mesa Verde in each area listed below? Percent Responding Satisfied or Strongly Satisfied			B. How much need is there for Mesa Verde to improve in each area listed below? Percent Responding Considerable Need or Great Need		
	Parent	Student	Staff	Parent	Student	Staff
Mesa Verde's building and grounds						
Total	64%	41%	43%	31%	58%	54%
Track A	61	47	44	36	54	47
B	64	37	25	38	60	67
C	50	37	25	14	65	88
D	75	41	51	34	60	83
The school library						
Total	47%	46%	58%	47%	53%	37%
Track A	41	49	47	55	54	48
B	40	33	64	65	60	25
C	33	45	75	28	48	57
D	56	54	48	38	47	30
Cafeteria and snack bar						
Total	66%	55%	66%	30%	45%	25%
Track A	63	55	58	41	44	30
B	62	54	58	35	40	33
C	54	55	67	36	56	29
D	79	55	83	15	47	17

SCHOOL ACTIVITIES

SPORTS PROGRAMS

A majority of parents and students who completed the survey expressed satisfaction with the sports programs and this information is presented in Table 12, page 25. Approximately one-third of each group saw considerable or great need for improvement. Most of the comments made were general in nature. For example, "I believe a stronger sports program...would do marvelous things for school input, but do not believe this is possible with a year-round schedule." (Parent) A few referred to a specific case, and many students called for more stress on male and female sports.

STUDENT ACTIVITIES

Parents expressed the most satisfaction with student activities and staff the least as evidenced by the data in Table 12, page 25. Seven percent of the students wrote comments like this, "More activities to get students involved and stay out of trouble."

STUDENT GOVERNMENT

Students and staff were split between being satisfied and not satisfied with student government and this information is summarized in Table 12, page 25. Almost half of the students felt there was a need for improvement. A general comment was, "quality needs to improve."

NOTE:

Another source of information about Mesa Verde student government was obtained in the Spring of 1981 by members of the Student Government class. In an effort to compare the Mesa Verde student government with the student government in several other local high school, the members developed and conducted a student government survey. The results were analyzed and the following similarities were found in all high schools surveyed:

- Students were positive about their student government.
- Students felt that administration supported student government.
- Students were taught to organize and complete tasks.

Several areas were unique to the student government at Mesa Verde and they are as follows:

- The number of students involved in student government at Mesa Verde exceeds the involvement of students in each of the other high schools.
- There is competition in student elections and a majority of students turn out to vote in student elections at Mesa Verde.

TABLE 12

SCHOOL ACTIVITIES

	A. How satisfied are you with Mesa Verde in each area listed below? Percent Responding Satisfied or Strongly Satisfied			B. How much need is there for Mesa Verde to improve in each area listed below? Percent Responding Considerable Need or Great Need		
	Parent	Student	Staff	Parent	Student	Staff
The sports programs						
Total	60%	69%	45%	35%	34%	30%
Track A	54	70	47	33	31	41
B	75	69	70	37	33	33
C	55	70	71	22	33	29
D	50	69	45	43	38	60
Student activities (dances, rallies, etc.)						
Total	76%	61%	55%	22%	35%	40%
Track A	77	60	53	22	37	44
B	95	64	67	13	32	8
C	89	67	50	29	47	73
D	74	58	33	19	33	54
Student government						
Total	-	48%	49%	-	45%	43%
Track A	-	54	47	-	38	44
B	-	43	64	-	52	37
C	-	53	14	-	53	84
D	-	47	31	-	42	57

STUDENTS

ATTITUDE TOWARD STUDENTS

Attitudes toward students were very strong from all three groups surveyed. As can be noted from information in Table 13, below, staff attitudes were exceptionally positive with 97% indicating positive or very positive attitudes toward Mesa Verde students.

TABLE 13

ATTITUDE TOWARD STUDENTS

Attitude toward students at Mesa Verde	Percent Responding Positive or very Positive		
	Parent	Student	Staff
Total	86%	93%	97%
Track A	86	91	94
B	88	90	91
C	82	86	100
D	88	86	100

STUDENT APPEARANCE

The majority of parents, students, and staff members expressed satisfaction with student appearance. The 6 parents who wrote comments were evenly divided, 3 finding student's appearance good..."impressed with appearance and behavior in general"...and 3 finding it poor..."the dress code of the students is disgusting." Over three-fourths of the students were generally satisfied with their own appearance.

TABLE 14

STUDENT APPEARANCE

	A. How satisfied are you with Mesa Verde in each area listed below? Percent Responding Satisfied or Strongly Satisfied			B. How much need is there for Mesa Verde to improve in each area listed below? Percent Responding Considerable Need or Great Need		
	Parent	Student	Staff	Parent	Student	Staff
Student appearance						
Total	67%	79%	53%	31%	22%	37%
Track A	67	83	63	39	20	24
B	77	79	58	37	22	41
C	43	80	63	28	25	50
D	68	76	36	21	21	43

SCHOOL STAFF

COMMUNICATION BETWEEN STUDENTS AND STAFF

From Table 15, on the next page, it can be noted that more staff (80%) than students (57%) expressed satisfaction with communication between students and staff, but the students (8%) commenting on this topic suggested that the dissatisfied students were thinking not of the staff as a whole, but of individual staff members.

TABLE 15

COMMUNICATION

Communication between students and staff	Percent Responding Satisfied or Strongly Satisfied			Percent Responding Considerable Need or Great Need		
	Parent	Student	Staff	Parent	Student	Staff
Total	-	57%	80%	-	36%	22%
Track A	-	57	77	-	36	30
B	-	58	91	-	31	9
C	-	60	88	-	38	13
D	-	54	64	-	36	36

TEACHERS, COUNSELORS AND COACHES

Attitudes toward school staff were very high with 74% to 86% of the parents and students rating their attitude as positive or very positive. This information is presented in Table 16, page 28. Comments from parents were mixed:

* Mesa Verde has fine teachers who are interested in the children learning their subjects.
* Have some of the best teachers in Sacramento County.
* "C" track seems to have more than its share of poor and/or ineffective teachers. Best teachers in San Juan District are the Resource teachers.
* Resource teachers are great!
* Can't locate (staff) when needed!
* Need more feedback and crossfeed -- Parents, teachers and counselors.

Sample comments from students:

* Classroom teachers and the staff at Mesa Verde need to be more concerned about students and their education.
* The teachers and track advisors are very understanding.
* Counselors do not do much, no one knows them.
* The teaching staff and coaches are excellent.
* Some lousy coaches.

ADMINISTRATORS

Attitudes toward administrators were generally good with 75% of the parents and 78% of the students expressing a positive or very positive attitude. However, comments made by 8% of students indicated that students do not see the principal very often and that better communication is needed between the administration and students, *Staff members (85% teachers) gave administrators the highest rating with 90% indicating a positive or very positive attitude.* This data is summarized in Table 16, below.

TABLE 16

ATTITUDES TOWARD SCHOOL STAFF

		Percent Responding Positive or very Positive		
		Parent	Student	Staff
Attitude toward teachers				
	Total	**84%**	**86%**	**98%**
	Track A	86	88	101
	B	92	91	92
	C	84	77	100
	D	78	83	100
Attitude toward counselors and track advisors				
	Total	**74%**	**86%**	**93%**
	Track A	86	90	88
	B	74	90	100
	C	69	84	86
	D	68	79	93
Attitude toward coaches				
	Total	**79%**	**85%**	**91%**
	Track A	87	87	87
	B	76	90	90
	C	75	67	83
	D	69	83	92
Attitude toward administrators				
	Total	**75%**	**78%**	**90%**
	Track A	84	77	75
	B	79	83	100
	C	80	71	100
	D	74	77	84

OTHER AREAS

NO SMOKING AND SCHOOL DISCIPLINE

Survey results in these areas are presented in Table 17, below. *Over three-fourths of parents had a positive attitude toward the rule of no smoking on campus, but only 43% felt it was frequently or always enforced.* Parents and staff members responded that school discipline rules are generally enforced and that they feel very positive about the rules.

The overwhelming majority of students had positive attitudes toward the no smoking rule and school discipline procedures. The comments given tended to support the numerical data. The students who state that the school needed a smoking area were not directly critical of the no-smoking rule itself.

TABLE 17

NO SMOKING AND SCHOOL DISCIPLINE

	A. Have these rules been enforced? *Percent Responding Frequently or Always Enforced*			B. What is your attitude toward these rules? *Percent Responding Positive or very Positive*		
	Parent	Student	Staff	Parent	Student	Staff
No smoking on campus						
Total	43%	72%	94%	78%	60%	84%
Track A	45	79	94	83	55	82
B	25	56	84	75	76	100
C	55	86	100	62	40	57
D	47	72	92	81	56	92
School discipline						
Total	72%	81%	96%	85%	78%	97%
Track A	75	82	93	85	76	82
B	76	83	91	93	90	100
C	77	81	100	63	58	100
D	68	81	100	92	80	100

RACIAL AND ETHNIC TENSION

Students and staff were asked if they felt racial or ethnic tensions on campus* and this data is summarized in Table 18, below. Of the students, 10% said "frequently," and 22% indicated "never". Staff members felt less racial tension on campus with none responding frequently and 33% indicating never.

TABLE 18

RACIAL TENSIONS

Are there racial/ ethnic tensions at Mesa Verde?	*Student Survey* *					*Staff Survey*				
	Total Group	Tracks A	B	C	D	Total Group	Tracks A	B	C	D
frequently	10%	11%	6%	10%	13%	0	0	0	0	0
sometimes	69%	70%	64%	64%	71%	67%	88%	56%	71%	60%
never	22%	20%	30%	26%	17%	33%	13%	44%	29%	40%
don't know	0	0	0	0	0	0	0	0	0	0

STUDENT BEHAVIOR

From the results presented in Table 19, below, *over half of those surveyed were satisfied or very satisfied with the ways in which Mesa Verde deals with student behavior.* Very few respondents wrote comments in this area.

TABLE 19

STUDENT BEHAVIOR

The ways in which Mesa Verde deals with student behavior	*Percent Responding Satisfied or Strongly Satisfied*			*Percent Responding Considerable Need or Great Need for Improvement*		
	Parent	Student	Staff	Parent	Student	Staff
Total	57%	55%	63%	33%	31%	30%
Track A	75	60	69	26	27	38
B	58	55	63	26	26	36
C	40	46	51	35	34	31
D	56	51	50	38	38	28

Some students indicated to the staff administering the survey that they did not understand this question. Because of this, results for students should be interpreted carefully.

CAMPUS VISITS

When parents were asked how often they had visited Mesa Verde campus, *95% indicated they visited the campus two or more times* and this is presented in Table 20, below. All parents surveyed had been on campus at least once.

TABLE 20

CAMPUS VISITS BY PARENTS

Parent Survey

I have visited the Mesa Verde campus	Total Group	Tracks A	B	C	D
Never - -	0	0	0	0	0
1 time - -	5%	6%	4%	7%	3%
2 or 3 times - -	16%	9%	7%	37%	31%
more than 3 times - -	79%	84%	89%	67%	66%

CHARACTERISTICS OF RESPONDENTS

Information summarizing the characteristics of those responding to the attitude survey are presented in Table 21, on the following page. The parent group was fairly evenly divided among parents of ninth, tenth, eleventh, and twelfth graders and among parents of students on all tracks. Over two-thirds of parents responding had only one child attending the school. Fully half the parents responding consisted of those whose children usually earn A's and B's, another 37% have children who earn B's and C's, 12% have children who earn C's and D's, and only 1% have children who earn mostly D's and F's.

Student respondents showed similar characteristics, except for fewer responses from twelfth graders and from students on track D. More parents (88%) than students (76%) expect the student to attend a college or vocational school after leaving Mesa Verde.

Eighty-five percent of staff responses came from teachers. Staff members from all tracks were represented.

TABLE 21

CHARACTERISTICS OF RESPONDENTS

Parent Survey

111 Respondents *(45% return rate)*

		Total Group	Tracks A	B	C	D
Number		111	32	28	15	30
Child's Grade:	9th	20%	19%	11%	27%	30%
	10th	26%	22%	32%	33%	20%
	11th	23%	19%	25%	13%	30%
	12th	32%	41%	32%	27%	20%
Child's Sex:	Male	43%	37%	38%	67%	43%
	Female	57%	63%	62%	33%	57%
Total number of children attending Mesa Verde:	1	65%	66%	68%	50%	67%
	2	31%	34%	25%	50%	27%
	3	4%	0	7%	0	7%
	4	0	0	0	0	0
Track:	A	30%				
	B	27%				
	C	14%				
	D	29%				
My child's high school grades tend to be mostly:	A's & B's	50%	44%	64%	53%	46%
	B's & C's	37%	44%	32%	27%	36%
	C's & D's	12%	13%	4%	20%	14%
	D's & F's	1%	0	0	0	4%
After high school I hope my child will: attend a 4-year college or university		47%	48%	61%	20%	41%
attend a 2-year community college		29%	29%	32%	20%	34%
attend a technical or vocational school		12%	6%	7%	27%	14%
work-not attend college		8%	10%	0	27%	7%
enter military service		3%	6%	0	0	3%
not work and not attend college		1%	0	0	7%	0

Student Survey

776 Respondents *(70% return rate)*

		Total Group	Tracks A	B	C	D
Number		776	252	201	56	235
Grade:	9th	29%	26%	25%	38%	34%
	10th	32%	32%	31%	30%	30%
	11th	24%	25%	25%	23%	22%
	12th	16%	17%	19%	9%	14%
Sex:	Male	49%	49%	40%	54%	54%
	Female	51%	51%	61%	46%	46%
Track:	A	34%				
	B	27%				
	C	8%				
	D	32%				
My high school grades tend to be mostly:	A's & B's	40%	36%	53%	43%	34%
	B's & C's	45%	48%	44%	33%	46%
	C's & D's	13%	15%	3%	23%	18%
	D's & F's	2%	2%	0	2%	2%
After graduation from high school I plan to: attend a 4-year college or university		36%	27%	61%	23%	27%
attend a 2-year community college		32%	35%	32%	15%	35%
attend a technical or vocational school		8%	13%	2%	8%	8%
work - not attend college		16%	15%	1%	38%	24%
enter military service		7%	9%	4%	17%	4%
not work and not attend college		1%	1%	1%	0	1%

Staff Survey

62 Respondents *(95% return rate)*

		Total Group	Tracks A	B	C	D
Number		62	17	12	8	14
At Mesa Verde I am a	Administrator	10%	0	0	13%	0
	Counselor	5%	0	0	13%	7%
	Teacher	85%	94%	100%	100%	93%
	Other	2%	6%	0	0	0
Sex:	Male	63%	71%	67%	50%	57%
	Female	37%	29%	33%	50%	43%
Track:	A	33%				
	B	24%				
	C	16%				
	D	27%				

POSTSCRIPT:

For the 1981-82 school year, Mesa Verde will have three Tracks rather than four in order to better meet the needs of the students.